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ABSTRACT

Intended to help school districts develop their own language arts (kindergarten through grade twelve) curriculum guide, this handbook outlines a four-step process for curriculum planning: (1) organizing the curriculum committee; (2) identifying and assessing current philosophies and practices (includes certain standards for accreditation of Montana schools and the "Essentials of Education" statement); (3) writing or revising the English language arts curriculum (provides samples of scope and sequence, course of study, and relating goals to resources); and (4) assessment of the new curriculum. Each process consists of a set of questions, samples, and references. An annotated bibliography that is directly related to the questions is provided at the end and includes sections on general curriculum concerns, English language arts general concerns, career education, censorship and copyright concerns, composition, drama, exceptional students, language, literature, media, oral communication, and reading. (HOD)

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The English Language Arts Handbook

A Process for Curriculum Building K-12

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State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, Montana 59620

May 1981

CS206755

To my colleagues in the classroom
whose ultimate responsibility it is
to prepare the children of today
to think, and to communicate in the media of tomorrow
while drawing upon the knowledge of the past
and
to the students of Montana
who are our raison d'etre,
this wish:

Everything Like You Want*

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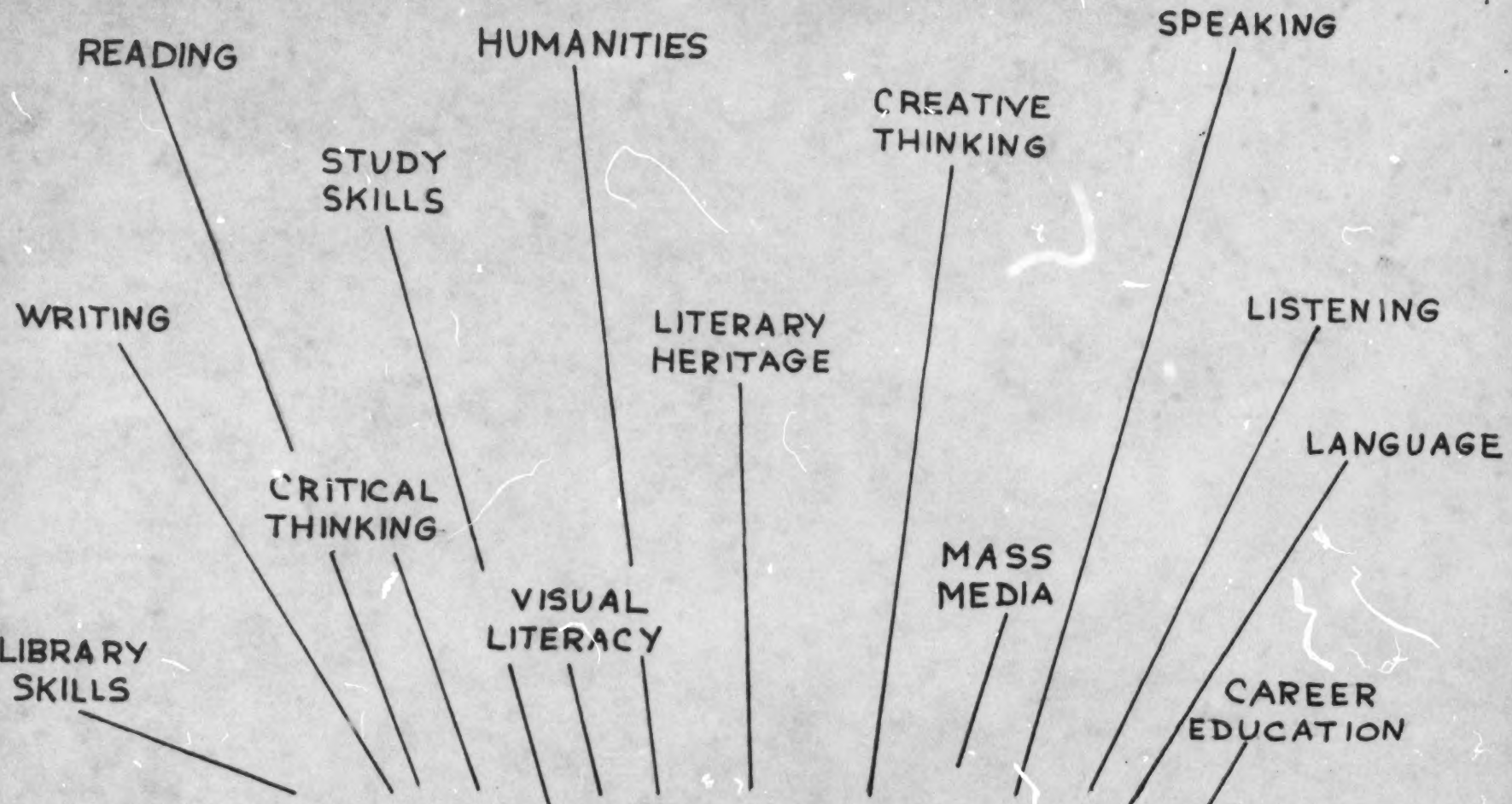
READING
HUMANITIES
SPEAKING
CREATIVE THINKING
STUDY SKILLS
WRITING
LITERARY HERITAGE
LISTENING
LANGUAGE
CRITICAL THINKING
MASS MEDIA
VISUAL LITERACY
LIBRARY SKILLS
CAREER EDUCATION
ENGLISH LANGUAGE ARTS

Preface

This English language arts curriculum planning guide is a revision of the 1973 edition. The purpose has not changed. It is still "to provide schools with a process for curriculum planning which will facilitate the development of improved programs in all the language arts." It is also the beginning of what is hoped to be a more comprehensive document. In addition to the process, more resources, further considerations and some samples have been included. At this printing the total skeleton is incorporated, but the fleshing out of the body will come in stages as research and time allow. It is in loose leaf format to allow for the "flesh" to fit appropriately and for ease in future updating of resources.

Claudette Johnson
English Language Arts Consultant

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Introduction
or
How This Handbook Should be Used

A. The Intention

1. Local control is a cornerstone of Montana education. Therefore, this is a handbook, not a curriculum guide.

2. It focuses on a process rather than a product.

3. It is intended to help districts develop their own curriculum guide.

   a. The most effective curriculum guides are developed by the people who use them.
   b. The district guide should allow classroom professionals sufficient flexibility to take the goals and objectives and develop units and lessons that will work best with their unique students at a given time.

B. The Method

1. This handbook outlines a four-step process for curriculum planning.

   a. Each step consists of a set of questions, samples and references.
   b. The questions have no right answers, but some answers are preferable to others.
   c. They do not attempt to exhaust the range of useful inquiry though they address themselves to central issues.
   d. Not all questions will be relevant to an individual district. Those that are not should be ignored.
   e. How the questions are answered will depend on many factors:

      1) The curriculum planners' educations
      2) Their experience
      3) Their conscious and unconscious assumptions about education
      4) Their receptiveness to new ideas.

2. The bibliography at the end is directly related to the questions.

   a. As questions are read, selections should be referred to, found and studied to assure the development of a truly comprehensive curriculum.
   b. This material is representative of current educational thought in the United States and Great Britain.

3. How long should each step in the process take? There is no clearly defined time line, but it should be of sufficient length to allow educators to:

   a. Identify significant problems
   b. Explore current related resources
   c. Discover workable solutions.

I. Organizing the Curriculum Committee

A. What should be its range of concerns?

1. Will it be district-wide?

   a. If not, will consideration be given to the impact of curriculum change at one level on the the other levels?
   b. Will the curriculum at levels not of the committee's direct concern be studied for background?

2. Will it encompass all the language arts or be more narrowly focused?

   a. Reading
   b. Composition
   c. Oral communications
   d. Study skills

3. If isolated curriculum work will be on skills, what efforts will be made to integrate within the classroom or cross content?

4. Is there commitment to the committee's work by the school board and by the school administration?

   a. How will that commitment be manifested?
   b. What will be expected from them?
   c. What are their expectations of the committee?

B. Who should be included on the committee?

1. Classroom teachers
2. English chair
3. Reading coordinator
4. Library-media specialist
5. Guidance counselor
6. Building principal
7. Curriculum coordinator
8. Other administrators
9. School board representative
10. Community member
11. Parent
12. Student

C. How should it be organized?

1. Can or should the committee be subdivided?

2. Should it be divided differently for different tasks?

   a. By level—elementary, junior high, high school
   b. By school
   c. By skill—reading, writing, speaking, listening, visual literacy

D. What are the committee's responsibilities?

1. Do all members and those who give the committee its charge have a realistic understanding of the proposed task?

2. Is it possible to develop time lines while still allowing for flexibility and the unexpected, such as blizzards, state championship tournaments, etc.?

3. Is there support staff or volunteer help available for compiling information, typing and duplicating of reports and studies?

E. What resources are available?

1. This guide and the materials listed in the bibliography.

2. Consultants, college professors, Office of Public Instruction staff, educators from other school districts.

3. Professional organizations (see page 4).

4. Your textbooks and professional libraries.

5. Community resources, students.

F. How do you incorporate the resources?

1. Do you make good use of them?
2. Are they worth what they cost?

Professional Organizations of Particular Interest to English Language Arts Educators

American Federation of Teachers, AFL-CIO, 11 DuPont Circle N.W., Washington, D.C. 20036, (202)797-4400.

American Library Association, 50 East Huron Street, Chicago, IL 60611, (312)944-6870.

American Theater Association, 1000 Vermont Ave. N.W., Washington, D.C. 20005, (202)628-4634.

Association for Educational Communications and Technology, 1126 16th St. N.W., Washington, D.C. 20036, (202)833-4180.

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314, (703)549-9110.

International Listening Association, 366 N. Prior Ave., St. Paul, MN 55104.

International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711, (302)731-1600.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, (217)328-3870.

National Education Association, 1201 16th St. N.W., Washington, D.C. 20036, (202)833-4000.

Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041, (703)379-1883.

II. Identifying and Assessing Current Philosophies and Practices

A. Defining present conditions.

1. What are the state requirements which have a direct bearing on the English language arts programs? (See page 11.)

2. What is your school district's philosophy of education? (See sample, page 14.)

   a. Do you have a copy?
   b. Does it reflect present day societal and individual needs?

3. What are your district goals? (See sample, page 15.)

   a. Can you get a copy?
   b. Do you or the members of the committee reflect the philosophy and district goals in your teaching? Advance them? Oppose them?

4. What are the goals of the English language arts program of your district? (See sample, page 16.)

   a. Are they written?
   b. Do they reflect the district goals?
   c. Are you satisfied with these goals? Why?
   d. Do your fellow teachers share your beliefs or oppose them?

5. How are decisions about English language arts instruction made?

   a. Are you involved in making decisions which affect how and what you teach?
   b. What other departments or administrators influence the program and to what extent?
   c. Are students involved in making decisions about how and what they learn?
   d. Do parents and other citizens have any opportunities for involvement? How? At what levels?

6. How much do you actually know about your students?

   a. Are you familiar with the general community make-up? Economic? Ethnic? Religious? Attitude towards education?
   b. What happens to students when they leave school?
      1) What percentage doesn't graduate from high school?
      2) What percentage goes on to college?
      3) What percentage stays in the community?
      4) What do employers say about recent graduates?
   c. How do you feel about your students?
   d. How do they feel about you and the school experience?
   e. How do you get feedback from students? Course evaluations? Open comments? Self-evaluation forms?

7. In what ways is your instruction personalized for your students?

   a. How do you identify their needs?
   b. How much individualizing is there?
   c. What forms does it take?

8. In what ways is your present program teacher-oriented? Student-oriented? Textbook-oriented?

   a. Is its present orientation deliberate?
   b. Is change possible?

9. How are changes in your program presently made?

   a. How are textbooks selected?
   b. How are new courses or teaching practices introduced?

10. What possibilities exist for interaction and visitation among the elementary, junior high and high schools within your district, among your community schools which draw from the same population, and with those in other communities?

    a. What do you need to do to find out what happens in English language arts classes in the rest of your district? In other districts?
    b. How can other teachers learn what you're doing?

11. Other points generated by your own committee.

B. Examining present practices.

1. What are your goals for language instruction and what priorities do they have?

   a. How and by whom were they defined?
   b. By what criteria are they ranked?
   c. When were they written?
   d. Do they agree with your philosophy?

2. In what ways is your present program in language instruction aimed at preparing students for some future activity? In what ways is it aimed at meeting immediate needs?

   a. Are these two aims in conflict? If so, is resolution possible?
   b. Under what conditions should one aim predominate over the other?
   c. Should you attempt to strike a balance between them?

3. Do you think language learning is best achieved through close attention to separate categories such as vocabulary, spelling, grammar, reading, literature, composition and speech?

   a. If you answer yes, then you'll need to find a way to bring these categories into some meaningful relationship.
   b. If your answer is no, you must find a more workable alternative. (See Essentials of Education, page 17.)

4. What should elementary and secondary students learn about language?

   a. Is a formal language study program justified? If so, when should it begin?
   b. Is there a connection between learning about language and learning to use language?

5. How essential is English as a given body of content?

   a. Is English instruction equally valuable for the results it produces and for the processes it generates?
   b. Aside from the skills to use English for his or her own purposes, is there anything else each student must learn or be exposed to?
   c. How much do drills and exercises contribute to the ability of students to use language effectively?

6. In evaluation of students' language attainment, what criteria will be utilized?

   a. How important will be error eradication?
   b. How significant is "correct usage"?
   c. What balance should evaluation strike between what a student says and how he says it?

7. How important is your responsibility to help students find pleasure in using language?

   a. How can it be fulfilled?
   b. How often do students enjoy their current work?
   c. How do they express their pleasure or lack of it?

8. Do students and colleagues in other departments see a carry-over in what is taught in the English language arts classes and what they are doing in other disciplines?

   a. Is concern for the communication skills shared by all educators in the school and district?
   b. Do the English language arts classes ever deal with subject matter from other disciplines?
   c. Is it possible to develop more sharing across disciplines? (See Essentials of Education, page 17.)

C. Components to consider

1. Is talk the main medium of the classroom?

   a. How often do students work in class with examples of their own use of language?
   b. What kinds of discrepancies do you find between textbook offerings and your students' real language needs and interests?

2. Do students have experiences through the spectrum of dramatic arts, including oral interpretation, acting, pantomime, play writing and creative dramatics?

3. Do students explore dialects and customs of other language communities through the use of tapes and records?

   a. If not, do they get some sense of dialect differences?
   b. What feelings do you and they have about dialects, particularly non-standard ones?
   c. How is a tolerance developed among students for people who speak differently from them?

4. Is there ample provision for student-led, student-centered discussion that takes advantage of the possibilities of group dynamics?

   a. Is student involvement worth the effort to stimulate interest and commitment?
   b. Does group discussion sometimes fail due to a lack of focus?
   c. Does the classroom atmosphere encourage a student to develop responsibility for group effort?
   d. Do students understand the use of group work? Help form the group? Evaluate success?

5. Should there be specific experiences to develop listening skills?

6. Are media (films, television, radio, slides and recordings) used in the classroom as instructional instruments, as topics of study themselves, or both?

7. Should the composing process include speaking, acting, taping and filming as well as writing?

8. Should the primary function of composition be exploration and personal development or utility and skill development?

9. Should students have communication experiences that are not graded?

   a. What is the function of grading?
   b. Do students enjoy a chance to interact verbally about their work? Do they get peer feedback as well as teacher feedback?

10. Do students have opportunities to communicate with different audiences and for a variety of purposes?

11. What relationship exists between instruction in reading at all levels and instruction in English language arts?

    a. Are reading and English language arts separate concerns?
    b. How can you unify them to a common end?

12. Are diagnosis and prescription considered in the development of reading skills at all levels?

13. How much time devoted to reading is spent on instruction? How much on actual reading?

14. How much time is available during the school day for leisure reading?

    a. Do you read to your students?
    b. Do they read to each other and aloud in class?

15. Do you encourage students to explore all types of literature? What forms does your encouragement take?

16. Does the study of literature emphasize interpretation, evaluation, perception (understanding) and personal involvements?

    a. Do you tend to regard the study of literature as the transmittal of a given body of knowledge or as the exploration of the experiences of works of art?
    b. What fraction of the time devoted to literature study do your students spend learning about literature as opposed to working (or playing) with it?

17. What directions does literature discussion tend to take?

    a. Is discussion mainly critical or analytical?
    b. Is literature seen as a means for students to relate others' experience to their own? Is it seen as a way to raise and explore issues?
    c. Do you welcome and explore answers you hadn't expected?

18. Are students encouraged to relate their experiences in school to the world they live in and careers they may be interested in?

19. Are your relationships with students such that they feel free to talk and write in a sincere and open fashion, or are their expressed views what they feel you want to hear?

20. Do the educational activities in your classroom provide for the unmotivated, the handicapped, the disadvantaged and the gifted students?

21. Other concerns of your own curriculum committee.

D. Evaluating present practices.

1. In what ways are students apathetic about your present program? In what ways are they enthusiastic?

    a. How was this judged?
    b. What conclusions can you draw from their feelings?
    c. How can the changes you are likely to make take these feelings into account?

2. Which practices are working? Which are not? Which are worthwhile?

    a. What evidence indicates their success or failure?
    b. Does the fact of their working or failure establish their value?
    c. What is an acceptable gauge of the value of an education practice?
    d. Are some just perpetuated because they are easily measured?

3. To what extent do your evaluation procedures recognize that many desirable goals cannot be objectively measured?

   a. Besides test performance, what other evidence of growth and development should or could you consider?
   b. What weight should these factors have?
   c. Though it cannot be accurately assessed, is the students' emotional growth as valid a goal as intellectual achievement?
   d. What is the difference between evaluation and grading?
   e. Is there a meaningful difference for evaluation between informal subjectivity and pure whim?

4. Is the present program repetitious? Does it have critical omissions?

   a. Is some material presented year after year?
   b. Is it difficult to learn or teach?
   c. Is it necessary?
   d. How do you know that the many important things you cannot teach are presented somewhere later?
   e. From year to year and from teacher to teacher, do your students encounter a healthy variety of viewpoints, methods and materials?

5. Other concerns of your own curriculum committee.

*"Standards for Accreditation of Montana Schools"** which have a direct bearing on the English language arts program.

202 BOARD OF TRUSTEES

Minimum	Recommended
202.2 Each school district shall formulate a written comprehensive philosophy of education which reflects the needs of students and a statement of goals which describes the district's particular philosophy. The school district shall publicize the availability of such statements so that persons so wishing may secure a copy, and such statements shall be reviewed annually by each school district and revised as deemed necessary.	202.3 The Board of Public Education recommends that a self-evaluation of the district's educational program be conducted every five years using the National Study of School Evaluation Evaluative Criteria or some other means of self-evaluation. Following the self-evaluation, schools are encouraged to utilize a visitation team of educators, students, trustees and lay citizens to validate the school's self-evaluation once every ten years.

303 PERSONNEL

303.5 (a) All teachers should provide instruction/reinforcement in reading, spelling and grammar skills for the subjects or courses they are teaching.

**Standards for Accreditation of Montana Schools, Fourth Edition, as Amended by the Board of Public Education, May 12, 1981.*
The main office of all school districts should have a copy. Additional copies are available by calling or writing the Office of Public Instruction, State Capitol, Helena, MT 59620.

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Helena MT 59620

401 SCHOOL PROGRAM

Minimum | **Recommended**

401.4 A district should formulate precise and realistic goals for its educational program. These goals will flow primarily from the stated educational philosophy of the district, but they also should take into account the particular aspirations, interests and abilities of students.

402 BASIC INSTRUCTIONAL PROGRAM: HIGH SCHOOL, JUNIOR HIGH SCHOOL, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES

402.1 Each district shall have in writing and on file a process of program evaluation. Self-review of each program shall occur at least once every ten years, using the National Study of School Evaluation Evaluative Criteria or evaluative material of the district's choice.

402.5 Course requirements for graduation are:

The board of trustees shall require the development and implementation of processes to assist staff members in assessing the educational needs of each student. Local boards of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests also shall be considered with respect to age, maturity, interests and aspirations of the students and shall be in consultation with parents or guardians.

(a) Language arts: 4 units

Minimum	Recommended
402.8 The basic instructional program for each high school shall be at least 16 units of course work which shall include at least those given below: (a) Language arts: 4 units. The basic minimum program in the four skills of communication (speaking, listening, reading and writing) is required each year.	
402.9 A basic instructional program for junior high school, middle school, and grades 7 and 8 budgeted at high school rates must offer: (a) Language arts: 3 units in junior high and 2 units for middle school and 7th and 8th grades.	

403 BASIC INSTRUCTIONAL PROGRAM: ELEMENTARY

403.1 An elementary school shall have a minimum educational program that includes the subject areas listed below:
(a) Language arts, including reading, literature, writing, speaking, listening, spelling, penmanship and English.

403.2 Basic instructional course material or textbooks in the fundamental skill areas of language arts, mathematics, science and social studies must be reviewed by school district personnel at intervals not exceeding five years. All instructional material must be sequential and, in addition, must be compatible with previous and future offerings.

SAMPLE

Philosophy and Objectives

Libby Public Schools
Libby, Montana

Preamble

The School Board shall provide the best possible schools for the students who reside in School District No. 4. This is to be determined by the financial structure of the district in light of intelligent economy and sound educational practices for use and wise expenditures of tax money.

Philosophy

A society educates its young to enrich and fulfill their lives. The school should provide for each child's fullest development mentally, physically, emotionally, socially, and vocationally to enable him to evaluate and utilize elements of his intellectual heritage that will contribute to his personal well-being so that he may contribute to mankind's well-being.

The educational process is most successful when it provides an environment where the student feels he is appropriating learning for himself, making progress toward goals and enjoying the process.

Education requires changes of student behavior, which are effected as much by the organization of the school and student-teacher relationships as they are by subject matter mastered. Students learn best when they experience accomplishment in the context of their own ability.

Students need training in social responsibility. A student must learn to think, act and feel with responsible freedom. He can be helped to identify himself by relating and reacting to his teachers and to his cultural environment.

To educate a student fully, the school must develop his basic abilities to participate in society, must explore skills he may later develop to become productive, and must consider problems he is likely to encounter as an adult. A teacher should be free to chart his own course to accomplish these goals. Variations in subject matter, student aptitude and attitude, and the teacher's skills should determine methods that will encourage student accomplishment while enhancing his personal dignity. The quality of education is more directly related to no other single factor than to the teacher—his personality, integrity, command of the subject matter and his ability to inspire learning.

Students whose school achievements engender an enjoyment of learning insure that their educational process will be unending. School experiences are capable of producing or broadening a student's lasting pleasure in creativity, inquisitiveness about the world around him, ease in relationships with others, self-confidence and self-direction.

SAMPLE

District Goals

Bozeman Public Schools
Bozeman, Montana

The district's basic responsibility to the student is providing an adequate curricular program (K-12) which will meet individual needs; furthermore, extra-curricular opportunities shall be provided as additional enrichment.

Students, parents, the School Board, and school personnel share equally the responsibility for the achievement of the student-related goals of the district. These goals are as follows:

1. to offer all children an adequate and meaningful foundation in academic areas;
2. to generate an abiding interest in learning;
3. to help students develop appropriate skills based upon their individual level of capability;
4. to instill in students good work and study habits;
5. to assist and encourage students to think independently;
6. to motivate students to aim for achievement;
7. to assist students in the development of positive moral values and attitudes toward themselves and others;
8. to help students develop the necessary art of self criticism, thereby promoting the development of realistic personal aspirations;
9. to familiarize students with principles of sound health, in theory and in practice, encouraging them to develop an appreciation for an active life, and
10. to encourage students to think creatively and to put their creativity to work in the classroom and in their lives.

The purpose of curriculum is to achieve these goals; therefore, the curriculum of District No. 7 becomes the means by which these goals are to be met. Extra-curricular activities shall likewise be based upon these same principles.

SAMPLE

English Language Arts Program Goals

1. Students will be able to adapt their written and oral communication to different purposes and audiences.

2. Students will be able to read and to listen to appropriate material for information, understanding, appreciation, stimulation and enjoyment.

3. Students will know and be able to apply the conventions of the English language appropriately in communicating ideas clearly and accurately.

4. Students will be able to satisfy their informational and entertainment needs through discriminating use of a variety of mass media as well as traditional sources.

Essentials of Education*

Public concern about basic knowledge and the basic skills in education is valid. Society should continually seek out, define, and then provide for every person those elements of education that are essential to a productive and meaningful life.

The basic elements of knowledge and skill are only a part of the essentials of education. In an era dominated by cries for going "back to the basics," for "minimal competencies," and for "survival skills," society should reject simplistic solutions and declare a commitment to the essentials of education.

A definition of the essentials of education should avoid three easy tendencies: to limit the essentials to "the three Rs" in a society that is highly technological and complex; to define the essentials by what is tested at a time when tests are severely limited in what they can measure; and to reduce the essentials to a few "skills" when it is obvious that people use a combination of skills, knowledge, and feelings to come to terms with their world. By rejecting these simplistic tendencies, educators will avoid concentration on training in a few skills at the expense of preparing students for the changing world in which they must live.

Educators should resist pressures to concentrate solely upon easy-to-teach, easy-to-test bits of knowledge, and must go beyond short-term objectives of training for jobs or producing citizens who can perform routine tasks but cannot apply their knowledge or skills, cannot reason about their society, and cannot make informed judgments.

What, then, are the Essentials of Education?

Educators agree that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. The development of such citizens depends not only upon education for citizenship, but also upon other essentials of education shared by all subjects.

The interdependence of skills and content is the central concept of the essentials of education. Skills and abilities do not grow in isolation from content. In all subjects, students develop skills in using language and other symbol systems; they develop the ability to reason; they undergo experiences that lead to emotional and social maturity. Students master these skills and abilities through observing, listening, reading, talking, and writing about science, mathematics, history and the social sciences, the arts and other aspects of our intellectual, social and cultural heritage. As they learn about their world and its heritage they necessarily deepen their skills in language and reasoning and acquire the basis for emotional, aesthetic and social growth. They also become aware of the world around them and develop an understanding and appreciation of the interdependence of the many facets of that world.

More specifically, the essentials of education include the ability to use language, to think, and to communicate effectively; to use mathematical knowledge and methods to solve problems; to reason logically; to use abstractions and methods; to make use of technology and to understand its limitations; to express oneself through the arts and to understand the artistic expressions of others; to understand other languages and cultures; to understand spatial relationships; to apply knowledge about health, nutrition, and physical activity; to acquire the capacity to meet unexpected challenges; to make informed value judgments; to recognize and to use one's full learning potential; and to prepare to go on learning for a lifetime.

Such a definition calls for a realization that all disciplines must join together and acknowledge their interdependence. Determining the essentials of education is a continuing process, far more demanding and significant than listing isolated skills assumed to be basic. Putting the essentials of education into practice requires instructional programs based on this new sense of interdependence.

Educators must also join with many segments of society to specify the essentials of education more fully. Among these segments are legislators, school boards, parents, students, workers' organizations, business, publishers, and other groups and individuals with an interest in education. All must now participate in a coordinated effort on behalf of society to confront this task. Everyone has a stake in the essentials of education.

**Essentials of Education is a position statement developed in part by NCTE in 1979 and endorsed by 22 national education organizations.*

III. Writing or Revising the English Language Arts Curriculum

A. Are there areas you would like to include but need further information or inservice? (See available resources, Part I, page 3.)

B. How will the tasks of developing program objectives and course objectives be handled and coordinated? (See Part I, page 2.)

C. What will be the goals of the English language arts program? (See sample, Part II, page 16.)

1. How comprehensive are they?

2. Is there a balance between school goals and life goals?

D. What skills and concepts will be presented at what grade levels? (See sample, page 20-23.)

E. What forms of scope and sequence will be used? (See samples, pages 24-25.)

F. How will textbooks and other resources be related to the curriculum? (See sample, page 26.)

1. Will media and community resources be integrated with textbook materials?

2. Are there new resources (textbooks, materials) you will need to implement the program?

G. How does the new English language arts curriculum fit with the current district goals and philosophy?

H. How much time, money and materials will be needed?

I. How can you best inform your administrators and trustees of the needs of the curriculum committee and/or participating faculty?

Excerpt from *Typical Course of Study*
Kindergarten through Grade 12
by William H. Nault

Language Arts

Grade K

Listening to music, poetry, choral reading
Social listening
Listening for correct speech habits and word usage
Constructing visual images while listening
Organizing ideas
Relating events and experiences using complete sentences
Reading readiness activities

Grade 1

Reading:
- Phonetic analysis
- Structural analysis
- Establishing sight vocabulary
- Reading informally—names, labels, signs, etc.

Enunciation and pronunciation
Simple capitalization and punctuation
Write name and simple words in manuscript
Create stories and poems
Tell favorite stories
Simple pantomimes and dramatic play
Use table of contents
Learn to handle books
Organize ideas and impressions
Take part in group discussion

Grade 2

Write independently in manuscript form
Develop methods of word attack
Simple capitalization and punctuation
Refine manuscript writing
How to study spelling
Listening skills
Give simple book reviews
Compose brief and simple letters
Use table of contents and index of book
Alphabetize through second letter
Read silently for specific purposes
Use and meaning of quotation marks in reading
Develop increased skill in handling books
Organize ideas and impressions
Dramatizations and interpretive or oral reading

Grade 3

Silent reading in increasing amounts and difficulty
Reading prose and poetry aloud
Report experiences orally with accuracy
Write short original stories and poems
Develop methods of word attack
Use of period, comma, question mark, apostrophe, and quotation marks
Use common contractions such as "can't," "aren't," and "doesn't"
Develop dictionary skills
Alphabetize through third letter
Begin cursive writing
Spelling
Concept of paragraph
Homonyms

Grade 4

Spelling
Silent and oral reading
Choral reading
Listening skills
Simple outlining
Write letters and informal notes
Creative writing
Use of the telephone
Make and accept simple introductions
Develop dictionary skills
Develop encyclopedia skills
Develop skill in locating information

Grade 5

Spelling
Silent and oral reading
Present original plays
Listening skills
Parts of sentences
Kinds of sentences
Plurals and possessives
Commonly used homonyms
Synonyms and antonyms
Homophones
Homographs
Write letters, stories, reports, poems, plays
Dictionary use for word meaning, analysis, and spelling
Use of study material: keys, tables, graphs, charts, legends, library file cards, index, table of contents, reference material, maps
Make two kinds of outlines
Types of literature

Grade 6

Nonlanguage communication
Write letters
- outlines
- factual matter (newspaper article, reports)
- verse (limerick or ballad)
- creative prose (diary, stories)

Extend dictionary skills
Use reference material and indexes
Types of literature
Sentence structure
Concepts of noun, pronoun, verb, adjective, and adverb
Work on speech errors and punctuation
Vocabulary building
Spelling
Listening skills
Reading silently and skimming
Use roots, prefixes, and suffixes
Bibliography building
Organization of a book

Grade 7

Spelling
Work on reading skills
Clauses and phrases
Parts of speech
Person, number, and gender of nouns and pronouns
Compound sentences
Punctuation of conversation
Plan and produce dramatizations
Write descriptions, reports, and letters
Note taking and outlining
Organization of the library
Extend reference skills—atlases, encyclopedias, magazines
Refine dictionary skills
Speech activities
Listening skills
Literary terms
Myths and legends
Types of poetry
Autobiography
Biography
Ballads
One act plays

Grade 8

- Spelling
- Independent reading
- Figures of speech
- Inductive and deductive reasoning
- Advanced dictionary work
- Speech activities
- Listening activities
- Creative dramatics
- Extend vocabulary
- Biographies of great Americans
- American poets and storytellers
- Short story
- Narrative poetry
- Nonfiction
- Improving skills in use of basic reference material
- Kinds of sentences & their essential parts
- Functions of sentence elements
- Write simple business letters
- Report-writing skills
- Study of infinitive, participle, gerund, predicate nominative, predicate adjective, direct and indirect object

Grade 9

- Spelling
- Fundamentals of composition
- Analyzing poetry
- Dramatic poetry
- Using poetry anthologies
- Language systems
- Vocabulary
- Grammar
- Folklore and myths
- Parable and allegory
- The novel
- Reading the newspaper
- Advertising
- Structure of a play
- Extend reference skills
- Report-writing skills
- Listening skills
- Preparing a speech
- Analyzing propaganda
- Selecting and using magazines
- The unabridged dictionary
- Foreign words used in English
- Review of the card catalog
- Special indexes

Grade 10

- Techniques of writing
- History of writing
- History of the alphabet
- The short story
- The novel
- Writing short stories
- Spelling
- Listening skills
- Vocabulary
- Grammar
- Lyric poetry
- Sonnet
- The essay
- American literary heritage
- Folklore and ballads
- Regional customs, traditions, folkways, and language
- Geographical dialects
- Persuasion and argumentation
- Understanding and writing poetry
- Writing plays
- Extend dictionary skills

Grade 11

- American literature
- Analysis of plays
- Vocabulary development
- Grammar
- Architecture and sculpture
- Mass communication
- Music and painting
- Propaganda techniques
- Spelling
- Listening skills
- Advertising
- Story writing
- Editorial writing
- Journalistic writing
- Proofreading symbols
- Use of *Readers' Guide,* etc.
- Miscellaneous reference aids
- Vocabulary of poetry

Grade 12

Spelling
Listening skills
Shakespeare
Current periodical literature
Problems of communication
Mass communication
Comparative study of mass media
Radio and television
Literary, social, and political heritage of England
The theater
Techniques of acting
Nature of tragedy and comedy
Social and business letters
Write book reviews, precis, essays
Identify verbals
Parliamentary procedures
Bibliography development
World literature
Report writing
Film as an art form

Reprinted from "Typical Course of Study: Kindergarten Through Grade 12." Copyright 1970, Field Enterprises Educational Corporation.

SAMPLE

REFERENCE & STUDY SKILLS & PERFORMANCE SKILLS FROM A STUDY GUIDE IN CORE/BASIC ENGLISH

	9	10	11	
Dictionary Use	D	D	D	
Thesaurus	FI	D	D	
Encyclopedia	D	D	D	
Card Catalog	D	D	D	
Readers' Guide	RI	D	D	
Index	D	D	D	
Table of Contents	D	D	D	
Library Reference Books	D	D	D	
Notetaking	RI-A	D-A	D-A	
Outlining	RI	RI	D-A	
Test-Taking Strategies	FI	D	D	
Study Methods	D	D	D	
Penmanship	D	D	D	

Explanation of Flow Chart Symbols and Terms

FI - indicates that the concept or skills be **formally introduced**. It pre-supposes no former acquaintance with or exposure to concept or skill. Extensive drill should not be expected. Not all students will understand or retain.

RI - indicates that, while student has been formally introduced to the concept or skill in an earlier grade, the material must be **re-introduced** as new material in order to move the student forward.

D - indicates that the concepts or skills are to be **developed** through concentrated group work, drill, discussion and exposure to more complex applications.

P - indicates that concepts or skills should be acquired by this level; however, to achieve confidence or expertise, the student still needs **practice** in applying the skill or concept.

A - indicates that the skill or concept should be **applied** at this level.

School District 2
Billings, Montana
Summer, 1979

SAMPLE

(Very Specific)

CAPITALIZATION AND PUNCTUATION

	K	1	2	3	4	5	6	7	8
CAPITALIZATION:									
Name (own - first and last)	I	R	M						
Proper Nouns (Days of Week, Months of Year, People)		I	R	M					
Proper Nouns (Holidays, Cities, States, Simple Titles)				I	R	M			
Build on Proper Nouns				I	R	M			
Able to use Capitals Correctly			I	R	R	R	M		
Titles					I	R	R	M	
Beginning of a Sentence		I	R	M					
PUNCTUATION:									
Periods and Question Marks		I	R	M					
Periods after Abbreviations					I	R	R	M	
Exclamation Mark					I	R	R	R	R
Comma									
In a series					I	R	M		
In dates, city and state				I	R	M			
General use of				I	R	R	M		
Commas for restrictive and non-restrictive clauses								I	R
Apostrophe: Possessives, Contractions		I	R	R	R	M			
Quotation Marks, Internal and External			I	R	R	R	M		
Use of Colon and Semi-colon						I	R	R	M
Parenthesis						I	R	R	M
Hyphen						I	R	M	
Underlining Book Titles					I	R	R	M	
Punctuate Paragraphs					I	R	R	R	M

I - Introduce

R - Reinforce

M - Mastery, 80% at that level

SAMPLE

BASIC GOAL:

5th GRADE LANGUAGE ARTS

TITLE OF UNIT

Writing Paragraphs

To expand writing skills. The friendly letter and addressing an envelope are a part of the core program and are not optional. Included are resources in several areas of writing. Use what meets the need and interest of your group.

Language for Daily Use - Hardback	SKILL	Language for Daily Use - Workbook	Discovering English	FILE	Keys to Language	OTHER
Pg. 103 - 104	Define & Identify	53	338-339	53		
Pg 105 - 106	Topic sentence	54		54-55	37, 38	
Pg. 107 (optional)						
Pg. 108 - 109 (top-bottom optional)	Developing paragraph	56-58	340-341 344-345	56-58	20,117	
Pg. 110 - 111 (top-bottom optional)	Topic	59	336	59-63		
Pg .112 113	Conversation	60-61		60-61		
Pg . 114 (optional)						
Pg. 115 (on book test)						
Pg. 116	Proofreading		346			
Optional (cover in Lippincott)	Outline				50,51	
Optional	Description		188-189 194-195	71-72 (top)	110	
Optional	Reports	65-73	286-298	65-66 73	111	
Pg. 117 (Vivian - chapter 6)	Test	63-64		63-64, 74		
Pg. 223 - 224	Friendly letter			114-115	79,80	
Pg. 225	Abbreviations & Initials			116	80	
Pg. 226	Addressing envelope			117	83	
Pg . 227 (optional)						
Pg . 230 - 231 (verb)						
Pg. 232 - 233 (opt)						
Pg. 234 - 235	Writing business letters			122-123	81,82	

BASIC GOALS:

TITLE OF UNIT
Writing Paragraphs
(continued)

Language for Daily Use-Handbook	SKILL	Language for Daily Use-Workbook	Discovering English	FILE	Keys to Language	OTHER
OPTIONAL						
	Quotations		120-124			
Pg. 232 - 233	Invitations			111-112		
	Announcements			120-121		
	Magazines		28-29, 36-37			
	Jokes		30-31			
	Puzzles & Riddles		32-33, 190-191			
	Recipes		34-35			Open Highway 5 & 6

-27-

IV. Assessment of the New Curriculum

A. Are you adequately prepared to explain and defend the new program?

B. Are the benefits of the new program for the students of your school understandable to non-English specialists?

C. How can you inform and elicit support from the community, parents, students and other faculty members for your new program?

D. Do all the parts relate to each other?

1. District Philosophy to
2. District Goals to
3. Program Goals to
4. Course Goals?

E. What forms of assessment will be used to evaluate students and the program?

1. Standardized tests
2. Teacher-made tests
3. Ongoing classroom evaluation
4. Files of samples of student work and/or narrative reports passed from grade to grade
5. Surveys of carry-over of skills to other subject areas and outside of school.

F. As faculty use the new curriculum, is it possible to assess the attainability of the individual course goals at those levels by a sufficient number of students? If not, are adjustments possible?

G. Can you plan now to subject your revised curriculum to continuous close examination utilizing this process and especially the questions in Parts II and III?

Annotated Bibliography

General Curriculum Concerns

Goodlad, John I., and Associates. *Curriculum Inquiry.* New York: McGraw Hill Book Co., 1979.

Dr. Goodlad's name has become synonymous with professional education practice. This latest of his works explores socio-political processes involved in planning and conducting curriculum activities on a variety of strata as well as at the instructional level.

Postman, Neil. *Teaching as a Conserving Activity.* New York: Delacorte Press, 1979.

Postman explains that the schools need to function as a countervailing force against the strong influences of the mass media. He feels "the major role of education in the years ahead is to help conserve that which is both necessary to a humane survival and which is threatened by a furious and exhausting culture."

Shane, Harold G. *Curriculum Change Toward the 21st Century.* Washington, D.C.: National Education Association, 1977.

A report from a professional committee working with the National Education Association, this book examines past educational studies and proposes some adjustments in the cardinal principles of education to guide curriculum development into a new century.

Zais, Robert S. *Curriculum: Principles and Foundations.* New York: Harper and Row, Publishers, 1976.

This is a definitive work which covers: 1) curriculum dimensions, 2) basis for curricula decision-making, 3) curriculum components, 4) curriculum organization, and 5) curriculum development and implementation.

English Language Arts General Concerns

Dixon, John. *Growth through English.* Urbana, IL: NCTE, 1975.

Dixon's report is for teachers and curriculum specialists on the elementary and secondary levels. It is recommended by the Dartmouth Seminar.

Everetts, Eldonna and others. *A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers: 1976.* Urbana, IL: NCTE, 1976.

This is suggested as a basic list for the elementary language arts professional.

Glatthorn, Allan A. *A Guide for Developing an English Curriculum for the Eighties.* Urbana, IL: NCTE, 1980.

This is a blueprint for local educators to use for tackling the assignment of curriculum planning systematically, so that the results meet students' needs, administrators' requirements, legislative mandates, and parental concerns. It shows how to integrate into the plan significant findings of research in learning, teachers' own knowledge of their field, and individual teaching styles.

Mandel, Barrett J., ed. *Three Language Arts Curriculum Models: Pre-Kindergarten through College.* Urbana, IL: NCTE, 1980.

This is the National Council of Teachers of English's first major statement on curriculum in nearly 20 years. It does not prescribe a national curriculum. (The Council is a forum, not an arbiter.) Instead, as editor and commission director Barrett J. Mandel of Rutgers College points out, the Commission has sought to suggest guidelines by surveying the best of what is happening. The book is in the form of 21 articles by researchers and teachers in effective English programs.

Moffett, James. *A Student-Centered Language Arts Curriculum.* Boston: Houghton Mifflin Co., 1973.

This book outlines the classroom practice of a "naturalistic" approach to English. It includes many suggestions for small group work, discussion techniques and writing.

Moffett, James. *Teaching the Universal Discourse.* Boston: Houghton Mifflin Co., 1968.

Moffett is well known for his philosophy of teaching reading-language arts-English and this book is a detailed explanation of this important philosophy. It stresses the need for using language for real rather than hypothetical purposes and attempts to structure work in order to take advantage of children's natural mental development.

Wright, Keith and others. *A Minimal Professional Reference Library for Teachers of Secondary School English: 1975.* Urbana, IL: NCTE, 1975.

This is suggested as a basic list for the secondary English professional.

Winkeljohann, Sister Rosemary. *Recommended English Language Arts Curriculum Guides K-12.* Urbana, IL: NCTE, 1979.

This annual publication annotates recommended curriculum guides reviewed by the NCTE Committee to Evaluate Curriculum Guidelines, giving information on the scope, content, and approach of each guide.

Career Education

Kaiser, Marjorie M. *Essays on Career Education and English K-12.* Urbana, IL: NCTE, 1980.

This essay volume gives rationales, suggestions, and recommendations for weaving career education into the language arts curriculum. Contributors include people from state education agencies and regional educational labs, language arts specialists for city school systems, college English education faculty, and an industry representative.

Kilby, Jan E. *Career Education and English, K-12: Ideas for Teaching.* Urbana, IL: NCTE, 1980.

This book sketches a number of classroom activities for developing career awareness (grades K-6), exploring the range of careers (grades 7-9), and beginning serious career preparation (grades 10-12). It also includes an extensive guide to resources on career education in general and in relation to English.

Mitchell, Joyce Slayton. *The Classroom Teacher's Workbook for Career Education.* New York: Avon Books, 1979.

This is a practical workbook of activities designed especially for grades 7-12. It includes classroom strategies for various subject areas, including English, and special materials for special students.

Terkel, Studs. *Working, People Talk About What They Do All Day and How They Feel About What They Do.* New York: Avon Books, 1974.
This is a best seller which has become the basis for many career education units, especially at the secondary level.

Censorship and Copyright Concerns

Davis, James E., ed. *Dealing With Censorship.* Urbana, IL: NCTE, 1979.
This book brings together the experience and ideas of 15 teachers and professors who have lived with the censorship problem. Its 18 essays examine the sources of censorship, the social and political roots of would-be censors, and the characteristics of books and curricula likely to draw fire. Tactics of censors are described, and strategies for meeting their challenge are detailed.

Donelson, Kenneth L., ed. *The Students' Right to Read.* Urbana, IL: NCTE, 1972.
This official NCTE position statement on censorship in the schools includes suggestions for establishing professional committees to set up procedures for selecting books and reviewing complaints about books.

Jenkinson, Edward B., ed. *Organized Censors Rarely Rest.* Urbana, IL: NCTE, 1977.
This handbook will help prepare teachers and administrators who wish to prevent major conflicts, yet maintain academic excellence and freedom.

The New Copyright Law: Questions Teachers and Librarians Ask. West Haven, CT: National Education Association, 1977.
This handbook presents some highlights of the new law that are of particular interest to teachers and librarians and responds to questions that teachers and librarians have raised about it. Two appendixes deal with school rerecording of public and instructional television programs and interlibrary arrangements for photocopying.

Composition

All About Letters. Urbana, IL: NCTE, 1979.
This is a booklet created for students in grades 6-12 as a practical and engaging guide which teaches the power of the letter and features a variety of important types of letter communication. It lists material available by mail in 52 subject areas relevant to teenagers.

Clapp, Ouida, ed. *On Righting Writing.* Urbana, IL: NCTE, 1975.
This volume contains useful ideas for helping pupils get started in writing, develop a point of view, choose exact words and experiment with forms of writing. It stresses writing as an enjoyable learning experience.

Diederich, Paul B. *Measuring Growth in English.* Urbana, IL: NCTE, 1974.
An expert researcher in testing, Diederich explains in this book a relatively quick and fair method for measuring student writing.

Esbensen, Barbara Juster. *A Celebration of Bees.* Minneapolis: Winston Press, 1975.
This is a guide to help teachers teach reading and writing of poetry as well as gain firsthand experience in doing both.

Everetts, Eldonna L., ed. *Explorations in Children's Writing.* Urbana, IL: NCTE, 1970.

The authors stress the importance of writing as a major means of shaping experience and discuss appropriate ways to augment children's language abilities through writing. Children should write about what matters to them. Papers by James Britton and others. A good bibliography is included.

Geuder, Patricia, Linda Harvey, Dennis Loyd and Jack Wages, eds. *They Really Taught Us How to Write.* Urbana, IL: NCTE, 1974.

The high school teachers who contributed to this book were nominated by their students, winners of NCTE Achievement Awards in Writing, as outstanding teachers of writing. They describe here many methods for teaching composition that have succeeded for them.

Hailey, Jack. *Teaching Writing K-8.* Berkeley: University of California, 1978.

Hailey's resource book presents what is known about the teaching of writing, and the importance of writing across the curriculum. The tools are here for "crafting a solid writing curriculum" and they are ideal for use in district workshops.

Stanford, Gene and others. *How to Handle the Paper Load: Classroom Practices for 1979-80.* Urbana, IL: NCTE, 1979.

At a time of overloaded classes and renewed public concern about writing skills, the 27 authors of this collection offer practical help for teachers facing the paper load problem. Each has developed successful classroom strategies that can be more effective and less time consuming than traditional methods of teaching composition.

Teachers and Writers Collaborative Staff. *The Whole Word Catalogue.* New York: Teachers and Writers, 1972.

This is a practical collection of assignments for stimulating student writing, designed for both elementary and secondary students and premised on an open classroom theory of instruction. Activities designed as catalysts for classroom exercises include: personal writing, collective novels, diagram stories, fables, spoofs and parodies, and language games.

Drama

Crowley, Sharon, ed. *Speech and Drama in the English Class.* Urbana, IL: NCTE, 1978.

This collection offers favorite ideas from 23 resourceful high school teachers. Activity suggestions range from role-playing and oral interpretation through genealogical research, AV utilization, and mounting *Macbeth* after rewriting it as a radio play.

Duke, Charles R. *Creative Dramatics and English Teaching.* Urbana, IL: NCTE, 1974.

Duke explores the relationship of creative dramatics to the stages in a child's development and deals honestly with the fears and frustrations of initiating creative drama.

Mersand, Joseph, ed. *Guide to Play Selection, 3rd Edition.* Urbana, IL: NCTE, 1975.

This reference work describes more than 800 quality modern plays suitable for production by amateur high school, college, or community theater groups. Included are descriptions of one-act, full-length, musical and television plays, information on sets, costumes, number and sex of players required, distributor of playscript and price of book, and amount of royalty.

Way, Brian. *Development through Drama.* London: Longmen Group Limited, 1967.

This is a collection of beginning dramatic activities which gives the teacher a wide variety of options for many levels and types of creative or improvisational drama.

Exceptional Students

Beechhold, Henry F. *The Creative Classroom: Teaching Without Textbooks.* New York: Charles Scribner's Sons, 1971.

Beechhold emphasizes an inquiry, discovery, problem-solving approach to learning. He presents hundreds of ideas and projects for the study of logic, language, media and literature. His book has an excellent bibliography.

Knight, Lester N. *Language Arts for the Exceptional: The Gifted and the Linguistically Different.* Itasca, IL: F.E. Peacock Publishers, Inc. 1974.

This is a practical and specific guide for teaching elementary language arts to other than average students.

Kraus, W. Keith. *Murder, Mischief and Mayhem: A Process for Creative Research Papers.* Urbana, IL: NCTE, 1978.

This paperback text deals with the philosophy that research can be interesting in its own right and that skills learned in doing research have immediate application. Creative ways to motivate students and a variety of resource skills plus a listing of 100 research topics are included.

Stanford, Gene and others. *Dealing With Differences: Classroom Practices in Teaching English 1980-81.* Urbana, IL: NCTE, 1980.

This volume brings together 24 short articles by teachers of English language arts who are engaged in teaching gifted students as well as those with various physical handicaps, learning disabilities, emotional problems, and a limited grasp of English and of American culture.

Language

Davis, A.L., ed. *Culture, Class and Language Variety: A Resource Book for Teachers.* Urbana, IL: NCTE, 1972.

These 10 articles are designed to help teachers deal more effectively with the language problems of children who speak nonstandard dialects. Included are discussions of problem areas in grammar, syntax, pronunciation and nonverbal communication and descriptions of teaching methods used in ESL programs.

Gere, Ann Ruggles and Eugene Smith. *Attitudes, Language and Change.* Urbana, IL: NCTE, 1979.

The authors of this book outline a program for positive change which moves from awareness to interest to evaluation to trial to adoption/adaptation. Throughout the book, attention is directed to the intricate interplay of behavior, feelings, and intellect necessary to effect positive and long-lasting changes in linguistic attitudes.

Milosh, Joseph E. Jr. *Teaching the History of the English Language in the Secondary Classroom.* Urbana, IL: NCTE, 1972.

This guide for teachers cites ways that the history of English can be imaginatively taught. It summarizes and reviews current ideas for organizing materials, and discusses appropriate content, classroom techniques and methods.

O'Hare, Frank. *Sentence Combining: Improving Student Writing without Formal Grammar Instruction.* Urbana, IL: NCTE, 1973.

This book gives suggestions for sentence-combining practice at different grade levels and an extensive appendix of sentence-combining problems.

Pinnell, Gay Su, ed. *Discovering Language with Children.* Urbana, IL: NCTE, 1980.

The researchers' discussions in this book are grouped in three sections. The first deals with ways children learn about language before formal education, and what teachers and other adults need to know in order to encourage and direct instead of obstruct them. The second section focuses on language growth in school and the third deals with evaluation of children's development in the language arts.

Weaver, Constance. *Grammar for Teachers: Perspectives and Definitions.* Urbana, IL: NCTE, 1979.

This book intelligently examines the connection between a teacher's knowledge of grammar and students' growth in language skills. It also presents a basic grammar text for teachers.

Literature

Carrier, Warren, ed. *Guide to World Literature.* Urbana, IL: NCTE, 1980.

This guide is a resource for teaching and learning about people in different parts of the world and in many historical eras, through examples of their literature in translation. It emphasizes universal aspects of human character and problems people share across time and distance. All of the major world cultures whose literatures lie outside the British-American tradition are featured.

Gallo, Donald, ed. *Poetry: Reading, Writing, and Analyzing It.* Urbana, IL: NCTE, 1980.

The 28 contributors to this collection offer numerous creative ideas for enlivening classroom experiences, and they identify poetry collections that have proven successful with students from the elementary grades through high school.

Huck, Charlotte, S. *Children's Literature in the Elementary School,* 3rd Edition. New York: Holt, Rinehart and Winston, 1976.

This general reference work deals with all areas of children's literature—picture books, folk tales, fantasy, poetry, and non-fiction. Included are discussions of authors, brief summaries of the works and activities for using books in the elementary classroom.

McLean, Andrew M. *Shakespeare: Annotated Bibliographies and Media Guide for Teachers.* Urbana, IL: NCTE, 1980.

McLean has identified nearly 2,250 items pertaining to every aspect of teaching Shakespeare. Included are annotations of books and articles concerned with teaching Shakespeare, an annotated bibliography of works about Shakespeare on television and film and a comprehensive guide to media available for classroom use in Shakespeare instruction.

Miller, Bruce. *Teaching the Art of Literature.* Urbana, IL: NCTE, 1980.

Miller tells his views on the uniqueness of literature in today's curricula and what the focus should be. He includes many suggestions for teachers who want to keep themselves alive, both to the literature they repeatedly teach and to the potential of the inexperienced students they work with in high school.

Spann, Sylvia and Mary Beth Culp, eds. *Thematic Units in Teaching English and the Humanities* and *Supplements One and Two.* Urbana, IL: NCTE, 1975, 1977 and 1980.

Together with the first and second supplements, 27 unit plans focus on getting students involved in English the way they are involved in life—questioning, reflecting, probing, wondering, and sometimes rebelling. They include overviews, lists of materials needed, lesson plans, notes on evaluating, suggested related activities and supplementary reading.

Stensland, Anna Lee. *Literature by and about the American Indian: An Annotated Bibliography.* Urbana, IL: NCTE, 1979.

This bibliography of in-depth annotations, often accompanied by comments from Indian critics, now describes more than 775 books, among them new works on the Native American experience, historical studies, and surviving literature from the oral tradition of tribal times. Designed for use by teachers at all levels of education, the book opens with a helpful overview of the themes that pervade American Indian literature, the stereotypes that have interfered with understanding, and recent trends. Also included are guides for curriculum planning and sources of additional materials.

Stewig, John Warren and Sam L. Sebesta, eds. *Using Literature in the Elementary Classroom.* Urbana, IL: NCTE, 1978.

The editors emphasize that the use of tradebooks has great potential at the elementary level to build vocabulary, to teach literary genres, to improve visual and verbal competency and to motivate creative student writing.

Sutherland, Zena and May Hill Arbuthnot. *Children and Books,* 5th Edition. Dallas: Scott Foresman and Co., 1977.

Books are discussed by category and author in this well-known reference work. There is an extensive bibliography as well as a list of adult references.

Media

Davis, Robert. *Introduction to Film Making.* Urbana, IL: NCTE, 1975.

Davis presents techniques which can be used for film making activities with a minimum of equipment, by students of many grade and ability levels.

Fletcher, James E. and Stuart Surlin. *Mass Communication Instruction in the Secondary School.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1978.

The authors describe the status and potential of mass communication instruction in the secondary schools and demonstrate how mass communication instruction can develop students' personal and communication skills.

Foster, Harold M. *The New Literacy: The Language of Film and Television.* Urbana, IL: NCTE, 1979.

Film and television are such pervasive and influential forces in students' lives that visual literacy could now be called a basic skill. Foster provides suggestions for integrating film study into the high school curriculum, gathering effective teaching materials and developing classroom activities.

Smith, Robert Rutherford. *Beyond the Wasteland: The Criticism of Broadcasting.* Falls Church, VA: Speech Communication Association, 1976.

In this volume, Smith discusses the various points of view from which broadcasting can be criticized in an attempt to help the reader understand and practice television criticism.

Weiner, Peter. *Making the Media Revolution: A Handbook for Video-Tape Production.* New York: Macmillan Publishing Co., Inc., 1973.

Weiner provides a practical guide to becoming adept in the arts and skills of video-tape production.

Oral Communication

Barbour, Alton and Alvin A. Goldberg. *Interpersonal Communication Teaching Strategies and Resources.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1974.

In this practical introduction to interpersonal communication, the authors outline theories and principles and discuss flexibility in techniques of teaching and learning.

Book, Cassandra and Kathleen Galvin. *Instruction in and about Small Group Discussion.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1975.

This booklet is designed to help teachers instruct students in observing and analyzing group processes and in becoming effective group participants.

Dieterich, Daniel, ed. *Teaching about Doublespeak.* Urbana, IL: NCTE, 1976.

The collection presents some of the theoretical bases for the study of doublespeak and then describes numerous techniques that teachers have employed in teaching it on both elementary and secondary levels.

Klein, Marvin. *Talk in the Language Arts Classroom.* Urbana, IL: NCTE, 1977.

This work explores the nature of talk and its importance in the elementary language arts curriculum. The author explains the teacher's role in designing a talk environment and suggests many specific activities for dramatics, dialogue and small group discussion.

Lundsteen, Sara W. *Listening: Its Impact at All Levels on Reading and the Other Language Arts.* Urbana, IL: NCTE, 1979.

This book presents listening as a set of basic skills prerequisite for creative problem solving. Included are techniques for classroom use and sample programs aimed at improving listening skills.

Reading

Ekwall, Eldon. *Locating and Correcting Reading Difficulties,* 2nd Edition. Columbus, OH: Charles E. Merrill Publishing Co., 1977.

This is a straightforward work which lists a wide variety of common reading problems and their solutions. It is a helpful resource for the elementary classroom teacher.

Graves, Michael F., Rebecca J. Palmer and David W. Furniss. *Structuring Reading Activities for English Classes.* Urbana, IL: NCTE, 1976.

This booklet outlines a strategy for structuring reading activities and gives specific suggestions for classroom use.

Hafner, Lawrence. *Improving Reading in the Middle and Secondary Schools.* New York: Macmillan, 1974.

A collection of articles on a wide variety of topics, this book primarily deals with content reading concerns.

Herber, Harold. *Reading in the Content Areas.* 2nd Edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Designed for secondary teachers, Herber begins with a rationale and then discusses problems of secondary readers and their solutions. Sample exercises, activities and many practical ideas are included.

Page, William D and Gay Su Pinnell. *Teaching Reading Comprehension Theory and Practice.* Urbana, IL: NCTE, 1979.

This book is divided into a well-researched and easily understandable section on reading theory and a responsive practical section, with many specific examples applying reading theory to the classroom.